

Course ID: LDST 101

Instructor: Dr. Julian Maxwell Hayter

Office Hours (virtual) T-Th: 2pm to 3pm (see Zoom link below and email) and by appointment

Office Location: Jepson Hall 237

Course Name: Leadership and the Humanities

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[Course Meetings, Fall 2023](#)

9:00am to 10:15, Jepson 118

[Office Hours](#)

<https://urichmond.zoom.us/j/86544655382>

[Course Purpose](#)

What is leadership? Better yet, what is leadership studies?

Broadly, this course uses the study of leadership to examine the ways humanity has organized (and continues to organize) strategies to meet challenges. Leadership is fundamentally a social endeavor— human beings are, and have always been, social beings (even human competition is based on cooperation). The very process of leadership requires groups, communities, organizations, and larger collections of people. This course, in the end, studies people and how people agree to particular social roles. Leadership, as a social exercise, has always been with us.

Leadership studies examines the universal phenomenon of leadership in human groups. Prepare to not only interrogate theories of leadership and various leadership strategies, but the politics and context of groups. During the first portion of the semester, we will examine the *actual* discipline of leadership studies and various historical notions of leadership. We will then look at historical case studies that confirm and/or bely these examinations and beliefs.

We do not train leaders at the Jepson School (i.e., we are not called Jepson School of Leadership Training). In our title, the word “study” is as important as the word “leadership.” We examine leadership as an idea and actual lived experience. In studying leadership, you might find useful tools to apply to your personal experience but we are not a vocational school, per se. *You might, in fact, find that you’re more equipped to think about, and act on, leadership in an intellectual way.*

Jepson imagines leadership as it was, is, and should be. This course, largely because I am trained as a historian of modern U.S. history, contemplates leadership *as it was*. In fact, we use history because it provides not merely endless examples of leadership, but a framework to interrogate how context and change over time shaped the ways people work(ed) with or against one another.

Prepare to interrogate leadership in practice by looking at various so-called leaders, events, etc. throughout recent history. I ask that you question how broader historical/cultural context often shapes traditions of leadership (and, followership) and how notions of leadership shaped the ways people met challenges.

Over the semester’s duration, we will draw upon the **liberal arts** (especially recent historical analyses) as a vehicle to advance an enhanced understanding of the nature of leadership. Lectures are often discussion based. Please come to class having not only seriously grappled with the reading material, but also prepared to speak intelligently about the information at hand.

Course Objectives

We will spend the semester not only analyzing leadership and the discipline of leadership studies, but also popular assumptions about what leaders are and are not. Below you’ll find a list of readings that beg you question the ways historical actors overcame (or did not) era-specific challenges. Examining this material drives at the heart of what leadership (and following) is and, perhaps, is not.

Specific Learning Objectives

1. This course begs students to think critically about leadership in practice and as a discipline. It also challenges (and, in some cases, affirms) presuppositions about leadership
2. You will analyze theories of leadership, various leadership strategies, and actual leaders within historical and contemporary contexts
3. You should interrogate various leadership styles, notions of followership, and the social dynamics that comprise these ideas

General Expectations

Success in this course hinges upon your ability to read course material effectively (you will not do well in this course if you do not read—trust me), write about the readings, and other course material, intelligently. Be prepared to participate thoroughly in class discussion/lectures.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. The extent to which I take attendance is contingent upon the state of the university's COVID-19 protocol (i.e., it may change should the color coding change). Unless you have a mandated, university-based accommodation, you *may not* use laptops to take notes during class. Please keep your iPhones and iPads off of the desks!
2. **Please bring them for instances** that I designate over the course of the semester. Please keep your phones off of the desks!
3. **Reading Material: THIS COURSE IS READING INTENSIVE!** I strongly urge students to complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.
4. **Class Participation:** Please come to class prepared to talk extensively about the reading material and/or how the reading material relates to *relevant* subjects you think might enhance lecture/discussion.
5. **Cheating:** I catch at least one person every semester, despite the fact that I've included this subheading in my syllabi since teaching at UR. That said, do your own work or face the consequences. Our honor system prohibits *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Instances of cheating on coursework will be referred to the honor council—I *will not* adjudicate them. I simply send them directly to the Honor Council. As such, you must pledge and sign all written material for this course-- "I pledge that I have neither given nor received unauthorized assistance during the completion of this work".

6. **Pledging: I will not grade assignments that students fail to pledge.** You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com). Course materials from blackboard are my and other scholars' work.
7. **Communication:** Please check your email regularly— email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, **I will not respond to messages sent after 8pm until the next morning.** Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.
8. **Exams and Quizzes:** Unless mandated by administrators for the purposes of athletics, contract tracing, other COVID-19 related issues, and/or university-approved issues (of the serious persuasion), **exams and quizzes cannot be rescheduled.** Period. You're definitely not rescheduling final exams to leave for home a time that's more convenient for you. The final schedule is what it is. Take it up with administration if you think you've been hoodwinked. If you miss a quiz or an exam, your score is zero. Also, if you have a DAN, you need to either schedule to take your exam with Michele Bedsaul in Jepson or with Disability Services.
9. **NO EXTRA CREDIT. NEVER. FOREVER EVER. FOREVER EVER.**

Syllabus Meaning

Consider this document a contract. Fulfill your end of the bargain—the parameters under which you will work have been clearly articulated. The rules, especially now, are important. Follow them. The success of this course hinges on our ability to work together in a manner that respects the group. Do your job so that I can do mine. It's that simple.

Required Reading

All of the reading outlined below is required. Aside from the books detailed immediately below, I will also upload readings to blackboard. **THEY TOO ARE REQUIRED.** Blackboard readings are marked **(blackboard)** in the course schedule section below. They too are required reading.

Bert A. Spector, *Discourse on Leadership: A Critical Appraisal* (Cambridge: Cambridge University Press, 2016)

J. Thomas Wren, Douglas A. Hicks, and Terry L. Price, *Traditional Classics on Leadership* (Northampton: Edward Elgar Publishing, Inc., 2004)

Assessment & Course Requirements

Principally, the Jepson School abides by the provision of the Honor System. All written material, including papers, exams, etc. must have the word, “Pledged”, along with students’ signatures. Writing “Pledged” signifies— “I pledge that I have neither given nor received unauthorized assistance during the completion of this work”.

Class Participation & Attendance:	20% of final grade
Presentations:	20% of final grade
Writing Quizzes:	20% of final grade
Mid-Term Exam:	20% of final grade
Final Exam:	20% of final grade

Grading Scale:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A 4.0	B 3.0	C 2.0	D 1.0
A- 3.7	B- 2.7	C- 1.7	D- 0.7
F 0.0	I 0.0	M 0.0	V 0.0

Major Assignments

1. Writing Quizzes

- a. We will have reading quizzes throughout the semester. These quizzes pertain specifically to the material we’ve recently traversed. I’ve designed quizzes to showcase how well you understand the reading material *and* lecture. You should make strong associations between lecture material and the readings when writing your responses to the prompts.
- b. Generally, these quizzes will take no more than 10 minutes. They’re not trick questions. In fact, I will ask you very straightforward queries about the reading and lecture material.
 - i. Quiz Dates
 1. September 12
 2. September 26
 3. October 26
 4. November 9

2. Research Presentations

- a. In October and November, all of you (in groups of three to four) will present a lecture on a subject of your choosing (and, my approval). These presentations should grapple with 3 major questions—1) how does your topic relate to the study of leadership 2) what does your topic tell us about the nature of leadership, and 3) what historical challenges provided the context for topic in question. This project is designed to not only inform your classmates (and, myself) about the topic, but to also answer the three questions above as lucidly and intelligently as possible. A presentation's effectiveness hinges upon your ability to do relevant research, cite research, articulate points clearly, provoke questions, and answer classmates' questions in an intelligent manner. Above all, you should aim to fully integrate a healthy supply of both primary and secondary sources. We will want to know not merely what you think of the topic in question, but also what scholars have to say about your topic.
 - i. You will be held accountable for (i.e., tested) information in PowerPoint presentations (not simply *your* PPP), so attending your classmates' presentations is a must!

3. Midterm and Final Exams: **THERE ARE NO EXAM RESCHEDULES (read above for details)**

- a. Midterm— October 19
- b. Final Exam: Monday, December 18, 9am-12pm—Jepson 118

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

registrar.richmond.edu/planning/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults,

whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors \(https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2kth\)](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2kth). Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

There may be slight variations in page numbers, as some of the book editions have been updated. Use your best judgment.

CAUTION—reading material assigned to a particular date pertain to the corresponding lecture. Reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. . **For instance, readings pertaining to August 31 will appear beneath the heading on August 29.**

(BB)= reading on blackboard

Week One: **Interrogating Notions of Leadership**

August 29: Course Introduction

Readings for the 31st:

Spector, *Discourse on Leadership*, 1-29

Aristotle, *Traditional Classics on Leadership*, 14-22

(BB)

August 31: Interrogating the Meaning of Leadership

Readings for September 5th (repeat for every listing below)

Spector, *Discourse on Leadership*, 33-55

Rousseau, *Traditional Classics on Leadership*, 23-33 **(BB)**

Week Two: **Context Matters**

September 5: Of the Interpersonal & Contextual

Readings

Spector, *Discourse on Leadership*, 132-142

Walker, *Traditional Classics on Leadership*, 304-309 **(BB)**

September 7: Charisma & Context Alone?

Readings

Spector, *Discourse on Leadership*, 64-86

Marx and Engels, *Traditional Classics...*, 288-303 **(BB)**

Week Three: **Following**

September 12: Behind the Scenes: Followership? **(QUIZ NUMBER ONE)**

Readings

Spector, *Discourse on Leadership*, 118-132

Wollstonecraft, *Traditional Classics on Leadership*, 230-252

(BB)

September 14: The Gender Division of Power

Readings

Ciulla, *The Nature of Leadership*, 508-537 **(BB)**

Week Four: The Ethics of Leadership

September 19: Ethics and Leadership, Leadership and Ethics

Readings

Wilson, *Hitler*, 1-36 **(BB)**

Black, *War Against the Weak*, Intro, Chapters 1-4 **(BB)**

September 21: **(QUIZ NUMBER TWO)**: Hitler

Readings

Lichtenstein, *Who Built America*, 368-401 **(BB)**

Yu, *The Great Communicator*, Entire Article

Week Five: FDR and the Crisis of Leadership

September 26: The Depression **(QUIZ NUMBER 2)**

Readings

No Reading

September 28: The Depression

Readings

King, *My Pilgrimage to Non-Violence*, (BB)

Jackson, *From Civil Rights to Human Rights*, 23-51 **(BB)**

Week Six: Social Movement in the 1960s

October 3:

Readings

Rustin, *From Protest to Politics*, **(BB)**

Dowd-Hall, *The Long Jim Crow*, **(BB)**

October 5: Documentary, *The Powerbroker*

Readings

Greenberg, *Nixon's Shadow*, 36-125 **(BB)**

Machiavelli, *Traditional Classics on Leadership*, 87-96

Week Seven: Nixon and the Politics of Transgression

October 10: Watergate and Beyond

Readings

Nixon's Vietnam Treachery, NYT

<https://www.nytimes.com/2016/12/31/opinion/sunday/nixons-vietnam-treachery.html>

October 12: Watergate and Beyond

No Reading

Week Eight: **Exam Week!**

October 17: No Class

No Reading—Study for Exam!

October 19: **Mid-Term Exam!**

Readings:

Pick-Jones, *Jim Jones and the History of the Peoples Temple*,

https://jonestown.sdsu.edu/?page_id=33190

Moore, *Rhetoric, Revolution, and Resistance in Jones Guyana*,

(BB)

Week Nine: Of the Occult

October 24: Jim Jones and Jonestown

Readings:

Gritz, *Drinking the Kool-Aid*:

<https://www.theatlantic.com/national/archive/2011/11/drinking-the-kool-aid-a-survivor-remembers-jim-jones/248723/>

October 26: Jones Continued **(Quiz 3)**

Readings:

Haidt and Rose-Stockwell, *The Dark Psychology of Social Networks*:

<https://www.theatlantic.com/magazine/archive/2019/12/social-media-democracy/600763/>

Madison, *Traditional Classics on Leadership*, 41-46

Week Ten: The Social Dilemma

October 31: The Social Dilemma Documentary

Readings

LaFrance, *Facebook is a Doomsday Machine*:

<https://www.theatlantic.com/technology/archive/2020/12/facebook-doomsday-machine/617384/>

Madrigal, *Mark Zuckerberg's Power is Unprecedented*:

<https://www.theatlantic.com/technology/archive/2020/12/facebook-doomsday-machine/617384/>

November 2: **(Group and Topic Selection)**

Readings

No Reading

Week Eleven: **Research**

November 7: Library Session

No Readings—Research for PowerPoint Presentations

November 9: Library Session **(Quiz 4)**

No Readings—Research for PowerPoint Presentations

Week Twelve: Presentations

November 14: Presentation Consultation

No Readings—Research for PowerPoint Presentations

November 16: PowerPoint Presentations

Polish up the prezzies!

Week Thirteen: Thanksgiving Break

Week Fourteen: **PowerPoint Presentations**

November 28: Presentations

No Reading

November 30: PowerPoint Presentations

No Reading

NO CLASS

Week Fifteen: PowerPoint Presentations

December 5: Presentations

No Reading

December 7: Presentations

No Reading

Final Exam Week: Final Exam: TBA